DOCUMENT RESUME

ED 432 787 CS 510 062

AUTHOR Hearn, Ralene
TITLE Teaching Speech Organization and Outlining Using a Color-Coded Approach.
PUB DATE 1999-00-00
NOTE 7p.; Paper presented at the Annual Meeting of the Western States Communication Association (Vancouver, British Columbia, February 19-23, 1999).
PUB TYPE Guides - Classroom - Teacher (052) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Classroom Techniques; Community Colleges; Creative Teaching; *Instructional Effectiveness; *Outlining (Discourse); *Public Speaking; *Student Participation; Teaching Methods; Two Year Colleges
IDENTIFIERS Color Coding

ABSTRACT

The organization/outlining unit in the basic Public Speaking course can be made more interesting by using a color-coded instructional method that captivates students, facilitates understanding, and provides the opportunity for interesting reinforcement activities. The two part lesson includes a mini-lecture with a color-coded outline and a two follow-up group activities. Color-coding helps students instantly visualize the relationship of ideas and makes it easy to ask questions that encourage student participation. (Contains a black and white version with color name labels of an outline "Organizing the Body of a Speech.") (SC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 432 787

Teaching Speech Organization and Outlining Using a Color-Coded Approach.

by Ralene Hearn

Published:

1999

CS510062

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
R. Hearn
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

TEACHING SPEECH ORGANIZATION AND OUTLINING USING A COLOR-CODED APPROACH

By Ralene Hearn, Mendocino College

1999 WSCA Convention, Community College Interest Group

One of the driest, yet most important units we teach in the basic Public Speaking course is the organization/outlining unit. I dreaded the unit weeks in advance until I discovered a color-coded instructional method that captivates students, facilitates understanding, and provides the opportunity for interesting reinforcement activities. I got the idea from Noreen Yamane, a math instructor at Hawai'i Community College, who uses colored chalk when lecturing to demonstrate relationships among numbers. The lesson has two parts: a mini-lecture with a color-coded outline and a follow-up group activity.

THE LECTURE

The only materials you need for the lecture are a chalkboard and a box of multi-colored chalk or a white board and a set of multi-colored pens. Instructors who prefer a more technically sophisticated approach can use PowerPoint or an overhead transparency.

On page 3, you will find the color-coded lecture notes I use for teaching organizing and outlining the body of the speech. At a glance, you can see the colors grab attention and help students instantly visualize the relationship of ideas. Also the color-coding makes it easy to ask questions that encourage student participation, such as:

What color are the main points and how many are there?

What pattern of organization is used for the blue group of supporting points?

What idea does the brown group of supporting points modify?

Color-coded lecture notes are particularly helpful when explaining more complex aspects of organizing, such as the "internal consistency" rule.

THE GROUP ACTIVITY

After the lecture, divide students into small groups. Give each group blank poster board, a set of multi-colored markers, and a realistic scenario with a subject about which most students have general knowledge. On page 4, I have provided two sample scenarios that have worked successfully in my classes. With minor adaptations, these scenarios can work in any classroom, or you can develop your own.

Ask each group to develop a color-coded outline on poster board for a speech that will meet the needs of the scenario. Then each group selects one member to present the speech to the whole class using the outline as a visual aid. To stimulate interest, members of the class can play roles within the scenario, such as tourists on a tour bus who are listening to a presentation by the guide. Then, another student explains the group's organizational choices represented by color-coding.

If your classroom has lots of board space, each group can create the outline on a portion of the board, and you can encourage the rest of the class to get out of their seats and hover around the board when the speech is presented. Moving around the room from one board space to another helps with attention span, especially in those long, drawn-out three hour night classes.

ORGANIZING THE BODY OF A SPEECH

(black) I. organize the main points.

(blue) A. Choose them--your thesis and specific purpose can help:

(red) 1. Identify the main points.

(red) 2. Determine the number of main points

(blue) B. Select one pattern of organization.

(gray) 1. Consider the topic, your audience, and your specific purpose.

(gray) 2. Choices of patterns include chronological, spatial, cause & effect, problem & solution, topical, etc.

(black) II. Integrate the supporting points.

(green) A. Place supporting points under main points they modify.

(green) B. Choose the most sensible pattern of organization for each "group" of supporting points.

(brown) 1. Choices include patterns you studied for main points, as well as additional patterns such as complexity, specificity, etc.

(brown) 2. The pattern may differ from the one you use for the main points and other "groups" of supporting points.

(brown) 3. Each "group" should follow one single pattern (internal consistency)

(black) III. Add transitions where needed.

(purple) A. Transitions are connectors that help create a clear, smooth flow of ideas.

(purple) B. Some examples are

GROUP OUTLINING ACTIVITY--TOUR GUIDE SCENARIO

SITUATION: You are a tour guide employed by Mountain Tour & Travel in Ukiah, California. Today you will be taking a bus load of tourists from Iowa to see three interesting sites in Mendocino County (your choice of sites). Before the tourists board the bus, you will present a 3-4 minute informative speech with the purpose of orienting them to the sites and creating interest in the trip.

INSTRUCTIONS: As a group, develop the body of the presentation to fit the scenario. First, decide on the main points and organize them in a reasonable organizational pattern. Second, add a few supporting points under each main point and organize each group of supporting points with one sensible pattern. Then, write your outline on poster board using color-coding to represent the logical relationship of ideas. Choose one person to play the part of tour guide giving the speech to the class who will role-play as tourists. Choose another person to explain your group's organizational choices which are represented by the color-coding.

GROUP OUTLINING ACTIVITY--LIBRARIAN SCENARIO

SITUATION: You are a librarian at the Willits Public Library. Today, you will be giving a group of ten Mendocino College Speech 200 students a tour of the local library so they can learn their way around and know where to find sources of support material for their speech assignments.

INSTRUCTIONS As a group, develop the body of the presentation to fit the scenario. First, decide on the main points and organize them in a reasonable organizational pattern. Second, add a few supporting points under each main point and organize each group of supporting points with one sensible pattern. Then, write your outline on poster board using color-coding to represent the logical relationship of ideas. Choose one person to play the part of librarian giving the presentation to the class who will role-play as students on the tour. Choose another person to explain your group's organizational choices which are represented by the color-coding.